

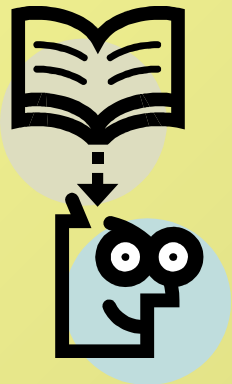
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Information Briefing for ASAT VTC

Tuesday 13 June 2006

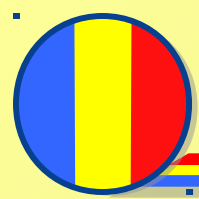
Ms. Renee N. Escoffery,
Chief



Staff and Faculty Development
Human Performance Improvement



September 8, 20

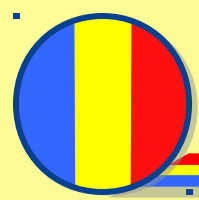


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AGENDA

- Overview of Staff and Faculty
- Army Performance Improvement (API)
- Guided Experiential Learning (GEL) Model
- API Courses and Descriptions



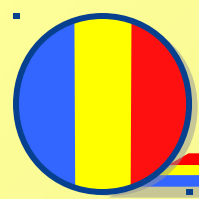
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The TDADD Mission :

Training Development and Delivery Directorate:

Leads TRADOC's effort to develop and provide systematic plans, policy, managerial and resource oversight, coordination and execution for:

**Distributed Learning (dL),
Education/Training Development (TD),
Quality Assurance (QA), and Staff &
Faculty Development.**

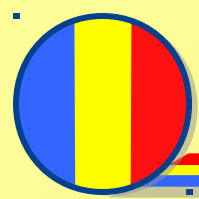


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What is the Staff and Faculty (S&F)?

- Staff and Faculty is the collective term given to all personnel involved in training and training development activities, such as:
 - **Instructors, to include small group leaders, facilitators (including IMI) , video teletrainers, and contractors who train.**
 - **Training developers.**
 - **Adjunct faculty.**
 - **Training evaluators.**
 - **Training support/training management personnel.**
 - **Army Training Literature Writers.**
 - **Training development middle managers.**
 - **Senior training managers.**



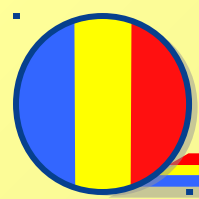


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What Do Staff and Faculty Personnel Do?

Staff and Faculty Development (SFD) ensures that the total workforce can carry out their training and training development responsibilities through approved training programs, products and courses, which provide basic, intermediate and advanced training skills.

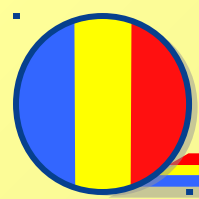


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What Are the Responsibilities of TRADOC-DCSOPS&T

Specific to S&F?

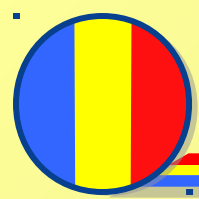
- Serves as S&F Proponent
- Develops certification policy
- Analyzes S&F functions
- Develops the S&F Individual Training Plan
- Designs and Develops (or approves design/development of) products and courses to support S&F Common Training



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What Are the Responsibilities of TRADOC-DCSOPS&T Specific to S&F (Cont.)?

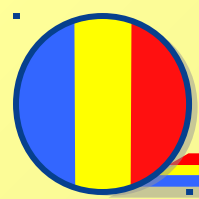
- Approves needs analysis of S&F training requirements before course development
- Recommends to HQ DA the criteria required for award of instructor/training developer skill identifiers
- Serves as liaison between schools, DA and ACE for college credit recommendations for S&F courses
- Provides guidance on training methodology, methods and techniques



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3 Major Components of S&FD

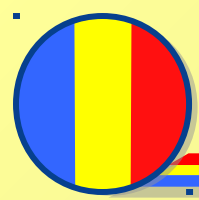
- Certification of S&F personnel
- TRADOC Staff and Faculty Common Training
- Local Staff and Faculty Development Programs



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What Are the Responsibilities of Specific S&F Elements?

- Schedules and tracks required training for S&F personnel
- Structures training for professional development
- Develops S&F training IAW TR 350-70
- Assists in training DA and local interns
- Provides consultation concerning training and training development
- Identifies additional school personnel training requirements
- Certifies completion of required instructor training
- Maintains records of completed S&F training
- Prepares and issues certificates/diplomas to S&F course graduates
- Distributes information on new training technology/approaches/techniques/methodologies
- Submits S&F courses for review by ACE for college credit
- Conducts SF Common Training courses IAW Individual Training Plan



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What is Human Performance Improvement (HPI)?

“Human performance improvement is the systematic process of **discovering** and **analyzing** important human performance gaps, **planning** for future improvements

in human performance, **designing and developing** cost-effective and ethically justifiable interventions to close performance gaps, **implementing** the interventions,

and **evaluating** the financial and non-financial results.”

*from ASTD Models for Human Performance Improvement, Second Edition
William J. Rothwell, ed.*

What does HPI mean for organizations?

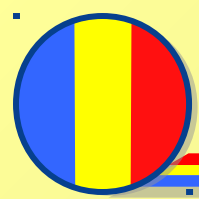
“HPI specialists work with your staff to **identify the root performance cause** and help

to **identify solutions/interventions** that will best close the gap in performance.

It is a **partnership of departments** working together to find the best solution.”

What kinds of interventions are we talking about?

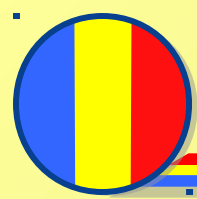
“An intervention can be as simple as changing the layout of a form, 10 to 16 entire training program on a new process. The intervention is selected



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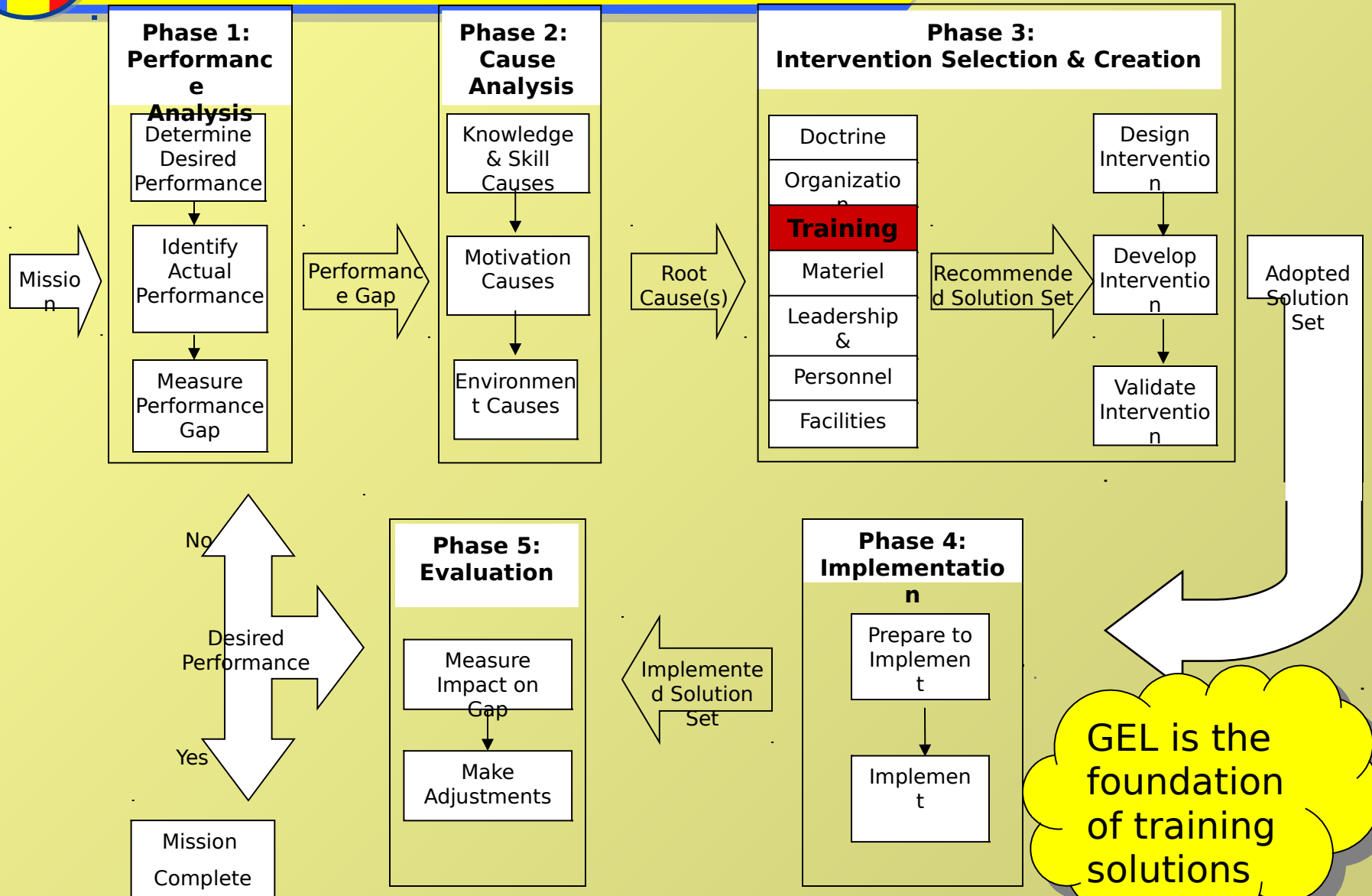
What is Army Performance Improvement?

- Performance improvement provides:
 - A structured methodology to align TRADOC mission with performance goals;
 - A process to identify performance gaps that deter mission accomplishment;
 - A process to identify the correct intervention (DOTMLPF)
 - A methodology to develop guided experiential learning within the training domain

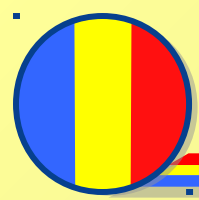


Army Performance Improvement Process Diagram

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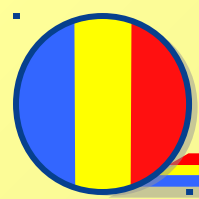
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Three Foundations of Guided Experiential Learning (GEL)

- Office of Naval Research Review of most effective pedagogical strategies for DL
“What works in DL” (2004) O’Neil (Ed.) Infoage.
- Merrill’s “First Principles” review of best design models (ETR&D, 2002, 50[2], 50-59)
- Mayer and Reiser et al critiques of “Discovery Learning” and unguided problem-based learning (Mayer, R, 2004; “Three Strikes Rule”, American Psychologist, 59(1).

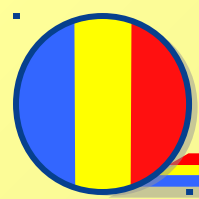


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Effective Components of Design Models

Merrill: Reviewed 30+ models and identified five components that were common to all effective models:

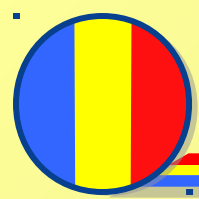
1. Solve real problems from field
2. Activate relevant prior knowledge
3. Demonstrate how to solve
4. Apply what is learned by solving
5. Integrate learning so that it reflects real field conditions



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Five Components of GEL Instruction

1. **Goals (what trainees will be able to do)**
 - You will learn how to (REMEMBER, DO, APPLY...)
2. **Reasons (Benefits and Risks)**
 - Value of learning - consequences of not learning
 - What you already know that you should use
3. **Overview (What you need to know)**
 - Teach new concepts and processes needed to learn procedure
 - Give job aid's based on CTA procedure
4. **Demonstration (of the procedure)**
 - Worked examples of problems using CTA procedure
 - Use integrated visuals and sound (narration)
 - Instructor or Model should be credible, similar
5. **Practice and Feedback.**
 - First show easy problem and solution - ask for questions - do not focus on errors but on "correcting strategies"
 - Second, next easy problem and half of solution
 - Ask trainees to complete it for practice
 - Focus them on job aid for reminders
 - Third, give moderate problem and $\frac{1}{4}$ solution
 - Fourth, moderate then complex and ask them to solve
 - Gradually fade support - training wheels come off!

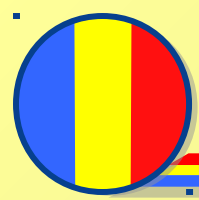


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Benefits of the GEL Approach

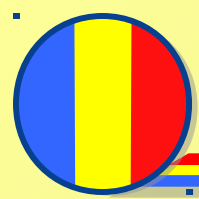
Despite more up front time and effort required for Guided Experiential Learning Approach:

- Amount learned increases
- Learning time decreases
- Learners like it as well as pure immersion
- Involves “authentic” settings and tasks
- Transfers to the field and reduces application errors



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Staff and Faculty Courseware Status Report



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Staff and Faculty Training Courses

Senior Training
Manager's Course -
Instructor-Led Training
(ILT)

Training Developers Middle
Manager Course (TDMMC) - DL

~~Management~~
Training Administration
Course
Training Development
Contract Technical Manager
Course (TDCTMC)

API & IDP GO/ Senior
Manager

Technical

API

Army
Performance
Improvement
Course

Introduction to
API & IDP

Analysis

Training
Analysis
Course

Design/Develop

Instructional Design
for Performance
Course

Implementation

Distributed Learning
Instructor Course (DLIC)

Small Group Instructor
Training Course - ILT/DL

Video-Teletraining
Instructor Training
Course - VTT

Army Basic Instructor
Course - ILT/DL

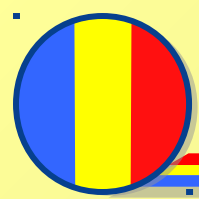
Asynchronous Distributed
Learning Instructor Course

Evaluation

Quality Assurance
Course

Combat, Training, Doctrine
Developers Integration
Course (CTDDIC) - ILT

Brick Red: Under Development
Blue: Fielded



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Level I

Combat, Training, Doctrine Developers Integration Course (CTDDIC) - ILT

Introduction to API & IDP

Army Performance Improvement Course

Level II

Training Analysis Course

Instructional Design for Performance Course

Training Administration

Training Development Contract Technical Manager Course (TDCTMC)

Training Developers Middle Manager Course (TDMMC) - DL

Level III

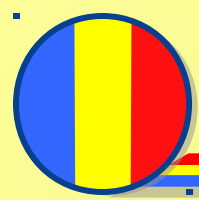
Training Evaluators Course - ILT

Senior Training Manager's Course - Instructor-Led Training (ILT)

Quality Assurance Course

API & IDP GO/ Senior Manager

Instructional Systems Specialist (1750)Track



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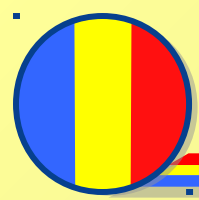
Level I

Combat, Training, Doctrine Developers Integration Course (CTDDIC) - ILT
Introduction to API & IDP
Army Performance Improvement Course

Level II

Training Analysis Course
Training Administration
Course
Training Development Contract Technical Manager Course (TDCTMC)
Training Developers Middle Manager Course (TDMMC) - DL
Instructional Design for Performance Course

Training Support (1702)Track



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Level I

Army Basic Instructor Course - ILT/DL
Introduction to API & IDP
Army Performance Improvement Course

Level II

Small Group Instructor Training Course - ILT/DL
Distributed Learning Instructor Course
(DLIC)
Video-Teletraining Instructor Training Course - VTT
Asynchronous Distributed Learning Instructor Course

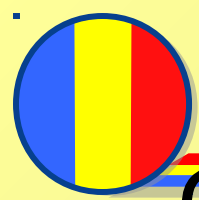
Training Instructor (1712)Track

**Combat, Training, Doctrine Developers Integration
Course (CTDDIC) - ILT**

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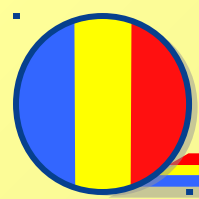
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Courseware Under Development /Revision

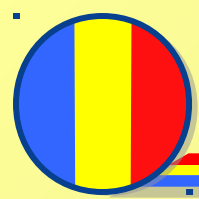
- Introduction to Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course
- The Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course
- Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course/ General Officer/Senior Manager Course
- Training Analysis Course (TAC)
- Instructional Design for Performance Course (IDP)
- Army Basic Instructor Course (ABIC)
- Asynchronous Distributed Learning Instructor Course (ADLIC)
- Combat, Training, Doctrine Developers Integration Course (CTDDIC)
- Training Administration Course (TADMC)



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- Introduction to Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course
- TRADOC POC: Vallery Doe
- Contract Period of performance 7 Feb 06 – 8 Sep 06
- Course length: 8 hours
- Status: Validation of Module 2 (90 minute IMI) is tentatively scheduled for latter part of this month (June 2006). Volunteers will be contacted concerning their participation.

The Introduction to Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course is an 8 hour, dL, entry-level course. This course will focus on introducing concepts and processes that support performance improvement and instructional design. The course introduces students to the five-phased API process, the Guided Experiential Learning (GEL) Model used for training design and development, and training administration functions that support API and GEL.

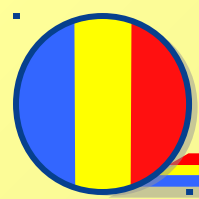


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- Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course

- TRADOC POC: Vallery Doe
- Contract PoP: 7 Feb 06 – 31 May 07
- Course length: 40 hours
- Status: On Schedule (Reviewing Task Analysis)

The Army Performance Improvement Course (API) is a forty-hour, dL course that teaches the Army Performance Improvement process. The Army performance improvement process identifies the difference between the current performance of an organization or individual and the desired performance. The cause of the performance gap is analyzed; interventions are selected, created and implemented; and training interventions are evaluated to determine if the performance gap has been closed.

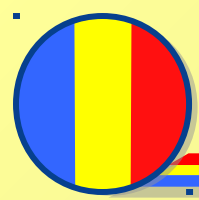


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Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course/ General Officer/Senior Manager Course

- TRADOC POC: Norma Townsley
- Contract Period of performance 6 Apr -15 Oct 06
- Course length: 4 hours
- Status: On-going.

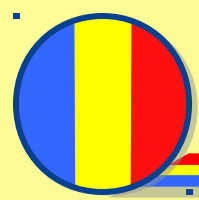
The Army Performance Improvement (API) and Instructional Design for Performance (IDP) Course (GO/SM) is a 4 hour, high level overview of the API/IDP process for General Officers and Senior Managers.



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- Training Analysis Course (TAC)
- TRADOC POC: Clifford Shaffer
- Contract Period of performance 1 Mar 06 – 31 May 07
- Course length: 40 hours
- Status: On Schedule (Completed Task Analysis review)

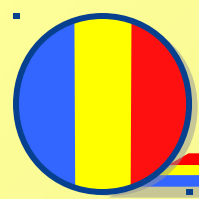
The Training Analysis Course (TAC) is a forty hour dL course that teaches students to conduct cognitive task analysis for individuals and groups (collective). Students will also become familiar with job analysis procedures.



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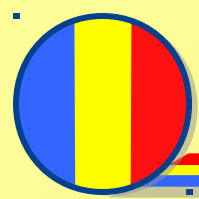
- Instructional Design for Performance (IPD)
- TRADOC POC: Mike Faughnan
- Contract Period of performance Ph 1: 7 Feb -30 Aug 0
Ph 2: 1 Sep - 31 Dec 06
Ph 3: 1 Jan - 30 May 07
Ph 4: 1 Apr - 30 Sep 07
- Course length: 160 hours/ (4) 40 hr phases
- Status: On Schedule (Task analysis)

The Instructional Design for Performance (IPD) is a four-phased, 160 hour, dL course intended to implement the latest research and best practice on how to design a course for individuals and teams based on guided experience-based practice in authentic situations. Students will learn to design and develop lessons, guided demonstrations, practical exercises, and performance tests using procedures from the GEL model.



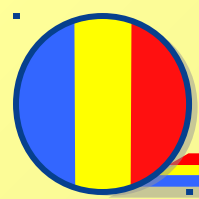
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- Army Basic Instructor Course (ABIC)
- TRADOC POC: Renee Escoffery
- Contract Period of performance 29 June 05 – 15 Dec 06
- Course length: 80 hrs (8/72)
- Status: On Schedule (Reviewing Evaluation Plan)
The Army Basic Instructor Course (ABIC) is being designed and developed to replace the IBC (Instructor Basic Course) and the Total Army Instructor Training Course (TAITC). ABIC is a comprehensive course that trains Army instructors to deliver training in The Army School System (TASS). The purpose of the course is to train Army instructors in both active and reserve components, as well as train civilian and contract instructors. Lessons will address basic procedures and principles involving instructional preparation, delivery, management and evaluation of instruction. The total length of the course will be at least 80 hours for instructor certification. All lessons must reflect current doctrine and the Contemporary Operational Environment.



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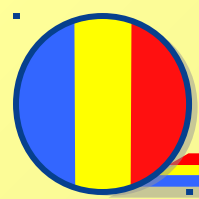
- Asynchronous Distributed Learning Instructor Course (ADLIC)
- TRADOC POC: Mike Faughnan
- Contract PoP 1 Oct 06 – 30 Sep 07
- Course length: 40 hours
- Status: On Schedule (Finalizing review of design document)
- The Asynchronous Distributed Learning Instructor Course (ADLIC) **is a 40 hour dL course that will increase instructor effectiveness and trainee morale/satisfactions in asynchronous courses. It will teach TRADOC instructors using instruction and scenario-based exercises that require them to apply the basic principles of asynchronous instruction.**



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- Combat, Training, Doctrine Developers Integration course (CTDDIC)
- TRADOC POC: Roberta Sparkman
- Contract Period of performance 1 Mar 06 – 31 May 07
- Course length: 80 hours
- Status: On Schedule (Conducting Content Analysis Review)

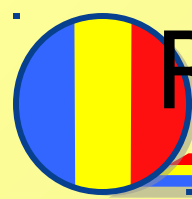
The Combat, Training, Doctrine Developers Integration Course (CTDDIC) is an 80 blended dL course for CP 32 interns to function as members of an integrated team of combat trainers, combat developers and doctrine developers. The team is responsible for planning the development of solutions to war fighting performance problems.



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- Training Administration Course (TADMC)
- TRADOC POC: MAJ Neil Twentyman
- Contract Period of performance 1 Mar 06- 31 May 07
- Course length: 40 hours
- Status: On Schedule (Conducting Cognitive Task Analysis of school and system personnel)

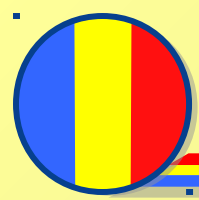
The Training Administration Course (TADMC) is a forty-hour, dL course that teaches the concepts and key components of training development activities that are related to managing training. These topics include CATS, TRAS, and automated systems that are related to training development.



Review and Validation Process

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- HQ TRADOC solicited DOT/DOTDs/Staff and Faculties to nominate volunteers to participate in the review or validation process of these courses.
 - TRADOC received an encouraging response which reflects representation from most of the schools, S&Fs, USARC and National Guard Bureau (NGB)
 - TRADOC is implementing modular validation of the courseware VS end-of-course validation for most of the courses.
 - Volunteers have been or will be notified by the TRADOC POC of deliverables for review and future validation schedules.
 - AKO site has been developed as a forum for all of the courseware deliverables and reviews. TRADOC POC will be in contact with volunteers for access to the site.
 - Return on Investment (ROI) expectations are high in this collaborative effort.
 - Patience, patience, patience. We ask for your patience as we go forward with all of these initiatives simultaneously.



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Questions?



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